

card, and if not we would describe the person. He played with these cards in advance and could say hello, how are you, and how are the people back in Abilene, Texas. We always chuckled over this, but we never gave away his secret.”³³

The school accepted increasing numbers of students from foreign countries in the 1950s, and McGavran wanted to establish the same sense of community among them. For many, adjusting to life in small-town America proved as difficult as the course work. Dean McGavran asked Geraldine Gourley to develop an orientation program for these students. “We got the sponsoring agencies to agree to the students’ coming two weeks before school started,” she remembered. “For students who needed it, we set up English classes. We had people who came in and talked to them and we had social things. Then we had field trips and went all over the state. We visited farms, sewage disposal systems, dairies, schools, and health departments. They knew the resources of the state better than the American students. They were much better able to fit into the academic part of the school. They had this time to get their feet on the ground.”³⁴

The highlight of this orientation program occurred in 1955, when Zebulon, a town of about fifteen hundred, hosted foreign students from Chapel Hill for a weekend. Civic clubs and church groups joined together for “THE WORLD IS COMING TO ZEBULON!” The high school band and majorettes met the students at the town hall on Friday afternoon. Banquets, a dance at the high school gymnasium, a visit to a tobacco auction, and Cokes at the local drug store highlighted the weekend activities. “The students were astonished,” Gourley recalled, “at seeing the mayor washing dishes and the head of the health department serving with an apron on. One of the things that surprised them the most was to find the farmers so prosperous and . . . people of authority. In many of their cultures farmers were very poor.”³⁵

Lucy Morgan created an equally strong esprit de corps among public health educators. Public Health Education remained one of the largest departments throughout the 1950s, and public health educators were among the most visible members of the school for many years. The philosophy that guided health educators defies simple explanation. More than anyone else, Lucy Morgan provided the intellectual and social rationale for the department, but other faculty members and hundreds of students also left their mark. The first issue of the depart-